



M I D D L E S C H O O L

Erich Reidell, Principal

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E-mail: ereidell@lakeshore.wnyric.org

TO: Lake Shore Central School District Board of Education
Mr. Rabey

FROM: Erich Reidell

DATE: December 17, 2009

RE: 5th Grade Planning Team Questionnaire - Summary

Physical Plant / Logistics:

How is the 5th Grade housed in your building? Separate wing, floor etc.

Every School we visited had the equivalent of a separate wing for the 5th Grade. Many of the Districts added space to accommodate 5th Grade.

Impact on LSMS: To do this an entire Grade level would be displaced, and most 7th & 8th Grade teachers would need to share classrooms. Additionally, as many as ten Foreign Language, Music (Vocal & Instrumental), and Art teachers would be on carts.

What level of contact is there between 5th and 8th Graders?

In Roy-Hart, Pioneer, Holland and East Aurora, 5th & 8th Graders have contact on the bus. In each of the schools, 5th & 8th Grades have minimal contact in the hallways and at 5-8 school wide activities. As the school year progresses, opportunities for more contact occur.

Impact on LSMS: There will be a need to create schools within a school. We will need to define our 5/6 functions, our 7/8 functions, and our 5-8 functions.

How is the 5th Grade Transported to and from school? Dedicated middle school run vs. general secondary run.

Williamsville – Dedicated 5-8 Transportation. All others 5-12 Transportation. Pioneer did a study of bus related discipline referrals over 4 years. They found very few bus conduct reports that involved 5th Graders and High School students. In fact, when there were conflicts between them it had typically been initiated by the younger student not sitting in the front of the bus as they were assigned.

Impact on LSMS: This is one of the most controversial aspects of this proposal. Currently we ask, but do not require 6th grade students to sit in the front of the bus.

Fundamentally do we want our 9/10 year olds boarding a bus as early as 6:30 AM? Will 5th & 6th Graders get door-to-door pick-up and drop off? Will our busses be overcrowded? (The transportation Department indicates that our busses would not be overcrowded)

How are lunches handled? Single grade combined grades? How long is the lunch period?

Each school we visited had separate 30-minute lunches.

Impact on LSMS: Four Lunches would need to be scheduled. Based on our current bell schedule, lunches will need to start at approximately 10:20 AM with the last one ending at 12:53 PM.

Bell Schedule – Split schedules? Length of periods

This varied between buildings. Williamsville had no bells. All had 9 period days. All had uniform schedules, which all grade levels followed.

Impact on LSMS: A uniform bell schedule creates no impact on LSMS. A nine period day would limit AIS offerings for all students, which now occurs during Group Time. Room availability for teachers who need to share would be impacted.

What are the District wide start times? Staggered bell schedule / start times?

Start Times varied. In schools where they utilized 5-12 Transportation, the Secondary students were on the early schedule. In Williamsville the start time was 8:45 due to the dedicated 5-8 transportation run.

Impact on LSMS: Based on current transportation configurations, our 5th graders would have to ride the secondary run which is the early run. This would mean many of our students would be boarding a bus at 6:30 AM for a 7:21 AM start.

What are the approximate class sizes at each grade level?

This varied among Districts and was driven by student population. The range was: Pioneer - 22-24, Williamsville - 24-28.

Impact on LSMS: Minimal impact as our total student population drives our class sizes. Maintaining the BOE recommended class sizes would be determined by the number of academic teachers assigned to the 5th grade.

What types of transition activities are provided for incoming middle school students and their parents?

Varied by building. Each school offered numerous opportunities for parents and students to become familiar with the Middle School. Many began as early as March with follow up in the Spring and then again over the Summer. All agreed that the parent orientation component was critical.

Impact on LSMS: Our orientation component is similar to those described by the schools we visited. It was suggested that, if we move 5th Grade to the Middle School, we should extend and enhance our program by having “Parent Nights” at each of the Elementary Schools with Middle School Administration and staff in attendance. Prior to this event, parents should be afforded the opportunity to pose questions to be answered at the Parent Nights.

Our transition plan would need to be reviewed and enhanced. The committee indicated a major concern with the time frame outlined to implement this change. It was felt that substantial time should be devoted to meeting with parents to listen to and address their concerns.

Who is in charge of Assessments? Storing, distributing and scheduling?

Assessment was universally a function of the Main Office with support from the respective Counseling Offices.

Impact on LSMS: None. The assessment schedule for the 5th grade NYS Social Studies Assessment would impact other grade levels’ schedules for those administration days.

Staffing:

What is the student to Administrator ratio?

All buildings had one principal. Pioneer had two Assistant Principals. Each Williamsville School had one Assistant Principal, Roy-Hart had a .5 Assistant Principal, and Holland and East Aurora had no Assistant Principal.

Pioneer and the Williamsville Middle Schools would most closely approximate our size. East Aurora, Roy-Hart and Holland are substantially smaller schools

Impact on LSMS: Return to full time Assistant Principal from .5 FTE Dean of Students, which is not an Administrative appointment.

Health Office – Student to Nurse ratios / Clerical support

Each building had a full time Nurse and varying levels of Clerical support based on student population

Impact on LSMS: Potential need for Health Office Clerical support for attendance purposes.

What is the student to counselor ratio? Do they loop through the grades with the students?

This varied between buildings. Some had one per grade level that looped through the Middle years. Others divided them alphabetically and stayed with the students

throughout. Some schools had fulltime Psychologists other had Social Worker support.

Impact on LSMS: There would be a need for additional School Psychologist and School Counselor support relative to increased building enrollment.

What are the other support services, student to provider ratios? How is AIS provided in both Math & Reading?

Provision of AIS varies among buildings. Academic core teachers provide AIS at Pioneer, Roy-Hart has 2 Math and 2 Reading Teachers; Holland has one AIS teacher for both Reading and Math; East Aurora has two AIS Teachers and two AIS Teacher Aides. Services varied from full-pull out to a mixture of Pull-out and push-in.

Impact on LSMS: Potential loss of dedicated AIS period for all students. Staffing considerations will need to be addressed. There will be a need for additional dedicated AIS staff.

What is the impact on teachers? Staff on carts, cross grade level instruction?

This varied by building based on student populations. Some of the smaller buildings had cross grade level instruction in 7th and 8th Grade. All had 5th grade teachers exclusively teaching 5th grade. None of the schools visited indicated that they had teachers “on carts.” Some did indicate that teachers shared rooms at the upper grades.

Impact on LSMS: If 5th & 6th Grade teachers are assigned dedicated classrooms and no cross grade level instruction, most 7th & 8th Grade teachers will be required to share classroom space, which already occurs on a limited basis. Additionally, some Exploratories (Art and Music) would be forced to be “on carts,” which already occurs with some Foreign Language Teachers and all Health teachers.

Curriculum / Instructional Format:

What format are Special Education services delivered? How are self-contained students grouped?

Self-contained special education students are grouped 5/6 and 7/8 (Multi-grade classes). Resource room, blended, co-teaching approaches were utilized.

Impact on LSMS: Similar approach, staffing would be impacted.

What instructional format is utilized?

Teams? If so, how many teachers & students per Team?

All the Middle Schools we visited had some type of Team configuration. Roy-Hart utilized 7-8 teachers across grades to accommodate their 5-8-grade configuration.

The teams varied in size: at Mill/Heim – 2/3 person teams, Pioneer – 2 person teams, East Aurora used a variety of 2/3 person teams (for Grades 5-6). 7/8 needed 4 person teams due to certification requirements.

What does each Team member teach?

Varied by building.

Reading Literacy blocks?

Holland grouped ELA/Literacy blocks. (45 min block back to back).

Pioneer – ELA & Rdg. with the same teacher. Periods were not necessarily back to back. Mill Middle – Fixed times for teams to schedule their class times. Provided teams with autonomy and flexibility for scheduling within “team time.”

Impact on LSMS: A 5-person team is not appropriate (majority feeling from elementary teachers). Current model is dictated by the number of teachers assigned to 5th grade. Generally, 2 person teams (max 3) are best. Specials can create a challenge and will dictate 5th & 6th Grade Team Times. Leaving flexibility to the teams was suggested. At LSMS, students would all be in specials at same time (this is a benefit). Four person teams create difficulties for parents as well (communication). Students feel comfortable identifying with fewer adults (know who to go to). This seems to be more age appropriate for 5th grade students. There has been a variety of approaches over the years and the ideal setup is to teach to level, more so than by content area. How will this impact 6th grade? Impact on 6th grade team configuration may need to be revisited/clearly defined.

How are Music Performance ensembles scheduled for all grade levels?

Varied. Some were 5/6 & 7/8. Some mixed three grade levels 6/7/8. One school lost their 4th grade program after move to 5-8 configuration, another lost their orchestra program.

Impact on LSMS: Space would be a major concern. Currently we share one rehearsal space for 9 performing ensembles. If another grade level is added we will need to share the same space with 12 ensembles. Creates restrictions with individual lessons. We will have to carefully consider space, staffing, and rehearsal / concert schedules. Moving to a 6-day rehearsal schedule will need to be investigated. Care must be taken to not lose our recently added 4th Grade Instrumental Music program.

How is the elementary level Physical Education requirement addressed?

Not an issue due to the recent MS exemption to Elementary PE requirements.

Have you seen any changes in assessment scores since becoming a 5-8 building?

None of the schools we visited had any data on this.

Impact on LSMS: The expectations from the district would stay the same and the teachers would work as professional educators to meet the needs of the students.

This has shown itself to be true at Lake Shore Central in the changes that have taken place through the years. The loss of dedicated AIS period for every student could result from a move to a 9 period day. This would also impact staffing. What could be compared is the performance data from 5-8 schools vs. 6-8 schools. How are academics impacted?

Final exam schedules and philosophy will need to be evaluated. Should 5th Graders be taking cumulative 2-hour final exams?

General:

Was this building built to be a 5-8 Middle School? If not why and why did it change? Was it enrollment based, redistricting, etc.

None were built as 5-8. Some had renovations/additions to help accommodate this setup. Williamsville built Transit Middle to be 5-8. Others became 5-8 due to the size/growth demands. Often, enrollment drove decisions.

What are the advantages / disadvantages of being a 5-8 building? Academically, socially / emotionally?

Advantages:

- Teachers can be content area experts.
- Additional resources for students.
- Equity of resources/experiences.
- Continuity of curriculum.
- NYS Certification standards are changing to 5-8.
- Helps keep 8th grade students, more compassionate.
- Brings the elementary feeling to the Middle School.
- Keeps 6th grade students younger longer.
- May help bring 6th grade teachers back to their “home base” (certification related). Would this “soften” the 6th grade program (i.e. “Big-Bad Middle School”)? More elementary-like vs. middle level like?
- Balances the transition between K-4, 5-8, 9-12.
- Opportunities for extra help, and after school activities.
- After school 2:55 bus option. Don't have this at elementary now.
- Social benefits – chance for students to make friends with peers from other geographic areas within the district.
- Class unity/identity - “I am the class of 20__!”
- Opportunity to define and/or redefine our identity. Who are we as a school, what is our core philosophy. Public Relations opportunity to dispel the image of “Big Bad Middle School”
- Continuity of services for students / families over a 4 year period. I.e.: Counseling, Nursing, Academic Support.
- Better tracking of each student’s developmental needs – Academically & Social / Emotionally.

Disadvantages:

- Transportation (5th graders with 8th – 12th graders) Door-to-Door expectations of Elementary parents.
- Exposes 5th graders to older kids. They “grow up” faster. Concerns expressed regarding sexuality and substance use issues.
- Holland Middle indicated no cons at their school.
- “Crowded conditions.” Room sharing, Floor Sharing.
- Scheduling was a major concern at many schools.
- Teacher scheduling and equity – Breaks and planning time is different at these grade levels.
- Less time for AIS in a 9 period day.
- Developmental variations with the typical 10 year old. Some are like 5 year olds some are like 15 year olds.
- Copy machine used would increase significantly. Middle School copiers are currently in constant need of repair.
- Lockers – use them or use cubby desks.
- There might need to be some remodeling / retrofitting to make 5th grade specific classrooms.
- What about the 3 science rooms on the grade level floors? This could be an additional cost to the district.
- Library materials, currently directed towards 6-8 reading levels. Moving books? Some elementary schools still have same books from the previous intermediate move.
- Increasing 5th Grade class identity could negatively impact the sense of identity of the other grades, 6,7,8 that might have to share floors. They lose their sense of class unity.
- 5th graders lose leadership opportunities (mentors, reading buddies, etc). They are now the youngest instead of oldest.
- Performing groups space needs: LSMS built for 7-9 (albeit more students), still built for 3 grade levels. Now it is 6-8. Setup for 3 grades. Adding a 4th grade level would impact program.

Neutral:

- Instruction and Achievement
- Discipline – Progressive and developmentally appropriate.
- Lockers
- “Right Sizing”

How does having two elementary grade levels impact the school community / culture?

Need to know setup first, and then examine. There must be an awareness of possible changes (good/bad). 5th and 6th impacts the types of activities/functions/events. Community also can adjust the activities they develop (summer opportunities for example). There might be some outside impact on how the community plans for things as well.

How do you maintain a school / community culture that is respectful of the developmental needs of all students? Extra-curricular activities? Treated as an “Elementary Student or a Middle Level Student”?

ITEMS TO BE ADDRESSED (Things to be aware of):

- Transportation – drop-off specifics (concerns for 5th grade students) Door-to-Door for 2:15 and/or 2:55 Bus runs?
- Time line for implementation (based on the decision to move/not move 5th grade to LSMS.) March – September is not reasonable for a September 2010 move.
- School Day Start Time
- Physical move of materials, storage, etc.
- What will the implications be for each middle level grade?
- Transition Program needs to be enhanced / expanded with multiple opportunities for parental input / questions.

In the attached appendix you will find Links to the Educational Research reviewed by the committee and minutes from our meetings.

Appendix



M I D D L E S C H O O L

Erich Reidell, Principal

8855 Erie Road, Angola, NY 14006 Phone: (716) 926-2400 Fax: (716) 549-4374

E-mail: ereidell@lakeshore.wnyric.org

TO: Mr. Rabey
Mr. Przepasniak

FROM: Erich Reidell

DATE: January 14, 2010

RE: Research Articles on 5th Grade at Middle School

Below you will find links to the research that was reviewed by the 5th Grade Planning committee:

1. <http://www.ncmsa.net/ressum8.htm>
2. <http://www.chappaqua.k12.ny.us/ccsd/buildprj/configqr.htm>
3. http://www.nmsa.org/portals/0/pdf/publications/On_Target/grade_config/grade_config_1.pdf
4. http://www.nmsa.org/portals/0/pdf/publications/On_Target/defining/defining_3_bona.pdf
5. <http://www.edulink.org/msconfig.htm>
6. <http://sanford.duke.edu/research/papers/SAN07-01.pdf>
7. http://www.nmsa.org/portals/0/pdf/publications/On_Target/grade_config/grade_config_2.pdf
8. <http://www.publicschoolreview.com/articles/13>
9. http://www.dukenews.duke.edu/2007/02/sixth_grade.html



M I D D L E S C H O O L

Erich Reidell, Principal

8855 Erie Road, Angola, NY 14006 Phone: (716) 926-2400 Fax: (716) 549-4374

E-mail: ereidell@lakeshore.wnyric.org

TO: J. Rabey
FROM: Erich Reidell
DATE: October 20, 2009
RE: 5th Grade Planning Team

On **Tuesday October 13, 2009**, the Middle School Building Level Planning Team met to begin discussion on the potential move of 5th Grade to the Middle School. The following people were present at that meeting:

Mike Herr
Shannon Muldowney
Janel Wade
Erich Reidell

Misty Kerl
Ashley Sullivan
Renee Loomis

Mike Drezek
Kim Myers
Mike Connors

As a group we identified the following questions to be asked on site visitations. This list is a starting point for further discussion with the larger *5th Grade Planning Team*.

1. How is the 5th Grade housed in your building? Separate wing, floor etc.
2. How is the 5th Grade Transported to and from school? Dedicated middle school run vs. general secondary run.
3. What types of transition activities are provided for incoming middle school students
4. How are lunches handled? Single grade combined grades. How long is the lunch period?
5. How are Music Performance ensembles schedule for all grade levels?
6. How is the elementary level Physical education requirement addressed?
7. What is the student to Administrator ratio?
8. What is the student to counselor ration? Do they loop through the grades with the students?
9. What are the other support services, student to provider ratios?
10. What instructional format is utilized?
 - a. Teams? If so, how many teachers & Students per Team
 - b. What does each Team member teach?
 - c. Reading Literacy blocks
11. Bell Schedule – Split schedules? Length of periods
12. Was this building built to be a 5-8 Middle School? If not why and why did it change?
13. Health Office – Student to Nurse ratios / Clerical support
14. How do you maintain a school / community culture that is respect of the developmental needs of all students?



M I D D L E S C H O O L

Erich Reidell, Principal

8855 Erie Road, Angola, NY 14006 Phone: (716) 926-2400 Fax: (716) 549-4374

E-mail: ereidell@lakeshore.wnyric.org

TO: J. Rabey
FROM: Erich Reidell
DATE: October 30, 2009
RE: 5th Grade Planning Team

On **Tuesday October 29, 2009**, the 5th Grade Planning Team met to begin discussion of the potential move of 5th Grade to the Middle School. The following are the minutes from that meeting.

1. Welcome / Introductions – The following people were present:

Misty Kerl	Mike Drezek	Shannon Muldowney
Ashley Sullivan	Kim Myers	Mike Connors
Erich Reidell	Jennifer Makowski	James Przepasniak
Carla Thompson	Joan Kuznia	Beth McCuen
Paul Hornberger	Terra Evans	Michelle West - Parent

Absent:

Mike Herr	Mary Brumagin	Jody Schmidle
Lee Widmer-Wick		

2. Background Information / Purpose –

Background information regarding the purpose of this committee was shared by E. Reidell, C. Thompson, J. Przepasniak. This information included current enrollment figures and a discussion of the need to look at a variety of options.

It was indicated that the BOE is having a census conducted and that our current 12th Grade enrollment is approximately 260 compared to our Kindergarten enrollment of approximately 166.

A desire was expressed by committee members to visit and observe in Districts that are configured in a variety of ways and to be able to present a variety of options for the BOE to evaluate.

It was indicated that the exploration of the 5-8 Middle School format was the first step in this process and that once appropriate data had been gathered the scope of this committee could possibly be expanded.

Consensus was reached on the goal of gathering as much relevant information as possible regarding the pros and cons of the 5-8 format and providing a summary of that information to C. Thompson to share with the BOE.

3. Research – Gather current data / research on pros & cons of having 5th Grade students in a Middle School environment.

All committee members agreed to begin to look for current research on the 5-8 Middle School format. Members agreed to provide data related to both sides of the discussion.

E. Reidell will summarize, print and collate the research into a useable format for the BOE to review.

4. Generate Essential Questions - To be asked at each site visit

The questions previously generated by the Middle School building Level Planning Team were reviewed and there was considerable discussion regarding them and a number of questions were added to the list. Consensus was reached on these questions.

It was suggested that the questions be categorized by targeted respondents and that they be provided to visitation sites prior to the actual visitation. Consensus was reached on this.

5. Site Visits – The following schools have identified the following dates for visitations:

a. Heim Middle School – Wednesday November 4, 2009 – 9:00 AM
http://beta.schoolworld.com/williamsville/heim_middle.cfm

1. Jen Makowski
2. Terra Evans
3. Carla Thompson
4. Mike Connors
5. Erich Reidell

b. Holland – Wednesday, November 4, 2009 – 1:00 PM
<http://www.holland.wnyric.org/11261058151546107/site/default.asp>

1. Jim Przepasniak
2. Kim Myers
3. Joan Kuznia
4. Ashley Sullivan
5. Beth McCuen

c. Royalton Heartland – Monday, November 9, 2009 – 8:00 AM
<http://www.royhart.org/>

1. Carla Thompson
2. Shannon Muldowney
3. Mike Drezek
4. Michelle West
5. Erich Reidell

d. Pioneer – December 2, 2009 – 8:00 AM
<http://www.pioneerschools.org/pioneercms/site/default.asp>

1. Paul Hornberger
2. Beth McCuen
3. Misty Kerl
4. Michelle West
5. Carla Thompson

e. Mill Middle School – Tuesday December 1, 2009 – 12:00 PM
<http://beta.schoolworld.com/williamsville/mill.cfm>

1. Erich Reidell
2. Michelle West
3. Marianne Paluch

f. East Aurora Middle School – Friday November 13, 2009 – 12:30 PM
<http://www.eastauroraschools.org/eams/site/default.asp>

1. Erich Reidell
2. Mike Herr
3. Jennifer Meyer-Davis
4. Jody Schmidle
5. Mary Brumagin
6. Lee Widmer-Wick

6. Follow up Meeting – Set a date

Follow up meeting date set for **Thursday, November 19, 2009 at 3:30 PM** in the Middle School LMC.



M I D D L E S C H O O L

Erich Reidell, Principal

8855 Erie Road, Angola, NY 14006 Phone: (716) 926-2400 Fax: (716) 549-4374

E-mail: ereidell@lakeshore.wnyric.org

TO: J. Rabey
FROM: Erich Reidell
DATE: November 24, 2009
RE: 5th Grade Planning Team

On **Wednesday November 18, 2009**, the 5th Grade Planning Team met for the second time to discuss information gathered from our review of the research and from four of the site visits. The following are the minutes from that meeting.

1. Welcome / Introductions – The following people were present:

Misty Kerl	Mike Drezek	Shannon Muldowney
Ashley Sullivan	Kim Myers	Mike Connors
Erich Reidell	Paula Eastman	James Przepasniak
Carla Thompson	Joan Kuznia	Beth McCuen
Paul Hornberger	Terra Evans	Michelle West - Parent
Jody Schmidle	Jennifer Meyer-Davis	Mary Brumagin
Marianne Paluch		

Absent:

Mike Herr	Lee Widmer-Wick	Jennifer Makowski
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2. Open Discussion –

a. Research –

Generally speaking the articles were in agreement on the following. They all recognized the developmental differences of “young adolescents” from their Elementary and High School peers. They all supported the idea of “Middle Schools that include young adolescents and they all supported the idea that a Middle School should have a unique philosophy and approach that takes into consideration these differences.

Much of the research refers to the ***Essential Elements of a Standards Focused Middle School*** as an appropriate philosophy and approach. The Essential Elements (attached) were developed by the New York State Education department in the late 1980’s – early 90’ and were revised in 2003. These Seven Essential Elements include: Philosophy & Mission, Educational

Program, Organization and Structure, Instruction, Leadership, Academic and Personal Supports and Professional Learning.

While the research was virtually unanimous on the above, it was also virtually unanimous in its neutrality regarding including 5th grade in the Middle School setting.

While most of the articles indicated that it **could** be appropriate to include grades 5-8 in a Middle School configuration. None of the articles took a stand as to whether 5th Grades **should or should not** be included in a middle school.

While this research review was not an exhaustive review, it did provide a representative sample of research on Middle Level Education. The outcome of this review is however inconclusive.

b. Site Visits -

As of this meeting, the following 5-8 Middle School have been visited – Heim Middle, Holland Middle, Roy-Hart Middle and East Aurora Middle.

Universally the impressions and conversations were positive. It was felt that each of the buildings we visited had done a nice job of incorporating 5th graders into their school communities. They have created environments with an “Elementary Feel” to them.

East Aurora Principal Mark Mambretti summed this up the feel of his building with this poignant statement. “We struggled with this, we had look at our core philosophy and decide whether we were a Elementary school for big kids or a High School for little kids”

As a result of this discussion the following lists were generated:

Pros -

- Keeps 6th Grade younger
- Keeps 8th Grade younger
- Balances school transitions – K-4, 5-8, 9-12
- Extra Help opportunities
- Creates unity with a class/grade level
- Content area experts
- Additional resources and opportunities for students
- Equity of resources / experiences
- Social benefits – ability to make new friends earlier

Cons -

- Bus / Transportation concerns
- Exposes 5th Graders to older kids

Holland Middle School indicated that there “are no cons to having 5th Grade at their Middle School”

Crowded conditions

Room sharing

Scheduling was a major concern at Heim and Roy-Hart

Teacher scheduling and equity – Breaks and planning time is different at these grade levels

Less time for AIS in the 9 period day

Developmental variations with the typical 10 year old.

Lockers

Neutral –

Instruction and Achievement

Discipline – Progressive and developmentally appropriate

Lockers

Right sizing

This list is the result of 30 minutes of discussion. It is not intended to be represented as exhaustive or complete. Please feel free to e-mail additions to me as this important task continues. We will include it as an agenda item after our last two visitations.

3. Transportation and Other Concerns –

Considerable discussion was had regarding the upwelling of parental concern and discord. Throughout the last few weeks a small but passionate grassroots group of concerned parents have been voicing their opinion on the possibility of moving 5th Grade to the Middle School

A Face book page has been created and many have sent e-mails to the Superintendent. These communications have been forwarded to the committee for review.

The common theme of these correspondences are concerns regarding the transportation of 10 year olds with the high school students on a 5-12 bus run. The essential question that arises from these concerns is ***“Do we, as a school community, want our 9 & 10 year olds on the bus at 6:30 AM with 12th graders?”***

In consideration of these concerns a discussion was had about the need to “right size” our district. Current enrollment is roughly 2,900 students. Based on the current primary grade enrollments and the district wide census being taken, this figure is projected to continue to decline.

Throughout this discussion a number of committee members asked what other (if any) options are being looked at currently. The response was at this time the Board wants to look at one option at a time.

Information regarding the number of classroom spaces available and needed at the elementary (K-5) level was shared.

4. Follow up Meeting – Set a date

Follow up meeting date set for **Tuesday December 8, 2009 at 3:30 PM** in the Middle School LMC.

Agenda to include:

Site visit summaries from Pioneer Middle and Mill Middle.

Finish / revise – “Pros, Cons, Neutral lists”

Create – “To Be Addressed List”